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ABSTRACT

The field tested instructional unit is designed around the premise that one of the best places for students exploring the "world of work" is in their own homes with their own parents. Activities involving language arts, social studies, listening skills, speaking skills, and art are included. The unit takes approximately 10 hours teaching time and is recommended for use in the second semester of the first grade year. Large and small group and individual work is involved. Suggestions for the teacher include materials needed, performance objectives with accompanying learning activities, enrichment activities, and methods for student evaluation. A letter to parents, evaluation sheets, and a resource list are appended. (BP)

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PARENTS ARE COMMUNITY WORKERS TOO!

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CE 004 716

CAROLYN WARNER, SUPERINTENDENT
ARIZONA STATE DEPARTMENT OF EDUCATION

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Studies over the past five years within Arizona show parents as the most influential sources of the student's occupational and educational choices. Because of parent influence and the community interest in career education, it is strongly recommended that the content of this unit be reviewed with parent advisory groups.

PARENTS ARE COMMUNITY WORKERS TOO!

This instructional unit, which relates to the Arizona Career Education outcomes, has been field tested in the State of Arizona. A detailed report of the field test results is available upon request.

This urit is a suggested procedure. Future users of the unit should review the unit in its entirety paying particular attention to the content of each activity and noting when, during their teaching year, it is best to be taught. Feel free to adapt it to meet the needs of your particular students and situation.

PARENTS ARE COMMUNITY WORKERS TOO!

GRADE LEVEL: 1st Grade

DESCRIPTION OF UNIT:

This unit was designed around the premise that one of the best places for students to begin exploring the "world of work" is in their own homes with their own parents. This unit attempts to provide activities which will guide and assist a first grader in acquiring a fairly detailed knowledge of what both his or her parents do, and at the same time provide a framework in which these discoveries can be shared with all the other children in the class. Thus, it should be possible for each child to gain insight into anywhere from 30-60 different occupation which actually exist in the community.

Special note should be taken of the fact that the exploration of fathers' and mothers' jobs is clearly separated (different Performance Objectives different activities). This was done to give both parents "equal time", so to speak, and to make sure that the mother's contribution was not ignored, as so often happens.

Activities involving language arts, social studies, listening skills, speaking skills, and art, have been included in this unit. This unit is not recommended for use before the second semester of the first year.

GOAL STATEMENT:

1.0 To increase the students' knowledge of parents' occupations, their roles in the community, the variety of jobs in the community, and to aid the student in gaining some basic knowledge about the tasks each involves

APPROXIMATE TEACHING TIME: 10 hours

MATERIALS: Magazine clippings, newspaper clippings, paper, pencils, chalk, watercolors, scissors, paster, and pictures of workers.

SUGGESTED GROUPING: Large groups, small groups, or individual work.

SUBJECT AREAS: Social Studies, Language Arts, Art.

PERFORMANCE OBJECTIVE:

P. O. 1.1 Upon request the learner will list and describe (orally or in writing) a minimum of two tasks performed by the father as part of his jo

ACTIVITIES:

1.1.1 The teacher should begin preparing for this unit several weeks before actually beginning to teach it by collecting pictures of people at work from magazines, newspapers, or other sources. The wider the variety of these pictures, the more interesting the unit will be. Special emphas

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should be placed on collecting pictures involving unusual occupations and occupations in which a "non-traditional sex member" is shown performing the task (i.e. women telephone repairmen, male nurses, etc.).

1.1.2 As an introductory activity to this segment of the unit, the teacher should conduct a full class lecture/discussion aimed at communicating to the students the fact that every occupation involves several different related tasks. This can be done by following the steps outlined below. This initial lesson will deal only with fathers' jobs, with mothers' jobs being dealt with under a different Performance Objective to insure equal time and emphasis.

Lesson Step No. 1 - Select a number of different pictures of males performing jobs from the group compiled in 1.1.1. A minimum of four different jobs should be represented and a minimum of three different tasks performed as part of each job should be part of those pictures selected. If possible, at least one of the pictures should show a male performing a job not normally associated with males, such as nursing.

For example, the picture sets might be constituted as follows:

Set No. 1 - Occupation = Policeman
Tasks Depicted = 1. Giving a ticket
2. Directing traffic
3. Arresting a criminal

Set No. 2 - Occupation = Fireman
Tasks Depicted = 1. Fighting a fire
2. Cleaning truck/equipment
3. Inspecting buildings for hazards

Set No. 3 - Occupation = Nurse (Male)
Tasks Depicted = 1. Giving a shot
2. Taking blood pressure
3. Weighing a patient

Set No. 4 - Occupation = Smoke Jumper
Tasks Depicted = 1. Fighting fires
2. Preparing fire line
3. Cleaning equipment

The above are just examples. The lesson will have more meaning to the students if you use occupations found in their own community.

Lesson Step No. 2 - The teacher explains the term "task" to the students and then using picture sets 1-3 sequentially demonstrates and explains using the examples that all jobs involve sets of different but related tasks. For instance, picture set no. 1 is presented and students are asked to identify the job depicted and the task being performed. After this is done, the second picture from set no. 1 should be presented, identified as to task, and then discussed.

After all three pictures have been presented, the students should be asked to supply other tasks performed by that occupation orally.

The above procedure is then repeated with picture set no. 2 and no. 3. The teacher should feel free to supply any information or make any suggestions that are necessary while the lesson is in progress.

Lesson Step No 3 - A single representative picture from picture set no. 4 should now be presented to the students. Students are then asked to list either orally, or in writing, several different tasks performed as part of that job. These activities are then compiled into a class list of tasks which are displayed on the board.

Lesson Step No. 4 - After the teacher feels a reasonable number of job tasks have been supplied, the list should be reviewed and discussed. This same procedure may then be carried out for still other occupations at the teacher's discretion.

1.1.3 The teacher should now compile a class list of fathers' jobs. This should be done by allowing students in the classroom to contribute the names of their parents' jobs and describe what the parent does to the best of their ability. The teacher should feel free to discuss each job contributed by the students with the class. Additional tasks performed as part of these jobs should be contributed either by the class or by the teacher.

These job names should then be printed on the board for each student who is willing to contribute, with the student's name printed after it. As much time as necessary should be allowed for this activity, as it prefaces later activities.

Some work might be done in conjunction with this activity which involves the "names" of letters, sound values and the ways that combinations of letters convey meanings. For example, a number of different learnings can be derived from doing an indepth explanation of the words fireman (fire-man) or garbageman or the name John Goodman.

1.1.4 An appropriate piece of media should be selected and presented to the class concerning fathers' jobs. A list of appropriate media suitable for this activity is included in the appendix of this unit. After viewing the media, the teacher should lead a class discussion of the jobs viewed and different tasks each involved. This discussion should be related as much as possible to those jobs held by the children's parents.

1.1.5 The students should now be assigned to interview their father concerning his occupation. If the father is not available, it should be suggested that they interview some other male relative or friend. This should be conducted orally by the student after school hours. The

following oral/written directions should be given to the students before they begin interviewing and the letter in Supplementary Sheet No. 1 should be sent home with the student on the day he is to do the interview. The following directions should be stressed to the students:

Student Directions: "When you talk to your father about his job I want you to try to find out the following things:"

1. What is the name of his job?

2. Where does he work and what is the place like?

3. What tools does he use?

4. Find out at least three different tasks he does as part of his job.

Students should be instructed that they will be required to talk to the rest of the class about their father's job. They should be told that when they make this presentation they will be allowed to use any props they wish to use such as tools, uniforms, hats, or other equipment that their father uses as part of his job. Students should be informed that they will even be allowed to come to school that day dressed like their fathers.

1.1.6 Teacher sends Supplementary Sheet No. 1 home with the students and they conduct an interview of their father or another male relative or friend as previously described. If the father is available but currently unemployed, he should describe what he usually does.

1.1.7 After interviews have been completed, the students should be asked to draw a picture(s) of their father at work. They should be asked to show him doing something he has told them about in the interview and show some of the tools that he uses in the pictures(s).

These pictures should then be placed on a long roll of chart paper and made into a simulated television set as follows:

1. Place all the pictures on a continuous roll of chart or butcher paper.

2. Secure two long sticks (round) to either end of the paper and roll toward the middle.

3. Secure a cardboard box and cut holes in the top and bottom through which the end of the rods can be inserted.

4. Insert the rods in the prepared holes. When completed it will look something like the diagram below.

Diagram of cardboard box "TV Set"

After the T.V. has been prepared it should be presented to the class. The teacher should encourage discussion by the students of the jobs presented and the teacher should feel free to make any contributions she/he wishes.

1.1.8 The teacher should conduct a final review/discussion of the fathers' jobs with the students. An attempt should be made to review the previous learnings of the unit with the students and to discuss with the students the tasks their parents perform as part of their jobs. The teacher may wish to give those students who seem to be having problems special education.

As an optional activity the teacher might invite some of, or all of, the students' fathers to visit the class and describe their jobs and tasks they perform on the job. Another possible optional activity might be to take short field trips to selected parents' job sites to observe the parents working.

EVALUATION:

1.1.1.1 The students give the oral report they prepared for in the previous activities. The teacher uses Teacher Check Sheet No. 1 (provided in the appendix) to evaluate student performance and attainment of the objective.

Students should be encouraged to use any props they wish while making their presentation. They should be encouraged to display the picture(s) they prepared in Activity 1.1.6 if they wish.

At the start of each presentation the teacher should print the parent's job title on the board along with the student's name. During the presentation, the teacher should feel free to ask appropriate questions and draw out additional pertinent facts.

The rest of the students in the class should be allowed to ask any questions they wish after the student has finished his presentation. The teacher should record the appropriate data on Check Sheet No. 1 during the presentation.

Each student should be evaluated individually on the basis of their own ability. The teacher should use her/his own judgement in determining the student's achievement or non-achievement of the objective based on her/his knowledge of the student.

ENRICHMENT ACTIVITIES:

A. Allow students to write one or more sentences describing their father's job.

B. Students make a class collage containing pictures of all their parents' jobs using magazine clippings, newspaper clippings or pictures drawn by the students.

C. Have the students invite their parents to come and give a talk or demonstration related to their job.

D. Divide the class into groups of five at random. Have each group present a skit in which all five of their parents' jobs are portrayed during the course of the skit. The skit should involve some type of a story designed by the students and the occupations should fit within this framework.

E. Have students pantomine their father's job using appropriate props.

F. Show an appropriate film or filmstrip listed in the appendix related to their fathers' work.

PERFORMANCE OBJECTIVE:

1.2 Upon request the learner will depict, artistically, a minimum of three tasks performed by the mother in her job.

ACTIVITIES:

1.2.1 The teacher selects pictures like those gathered in Activity 1.1.1 following the same basic format described in Activity 1.1.2. The only difference being that these picture sets should involve women performing different tasks used in different occupations. Stress should be put on finding pictures of women in non-sex type occupations.

1.2.2 The teacher should go through lesson steps No. 1-4 in Activity 1.1.2 of this unit using female occupational picture sets compiled in Activity 1.2.1. Students should once again be asked to list additional tasks required in each job. For this activity, since the students have already had some experience with the technique, some elaborations on the basic theme will add interest to the lesson. Possible <u>elaborations</u> include:

1. The construction of a language experience chart for reading, using the oral description of job tasks supplied by the students as part of the activity.

2. An activity in which certain realistic job salaries are assigned to each occupation covered in the presentation orally and then students attempt to write that figure correctly on the board.

3. A discussion of what types of training each task performed requires or what school subjects are necessary to perform each task depicted.

1.2.3 The teacher should select an appropriate piece of media concerning mothers' occupations and present it to the class. A recommended list of media can be found in the appendix but teacher media selection will depend on what is locally available. After viewing the media the various jobs presented should be discussed and related to those jobs held by the children's mothers.

1.2.4 The students should now interview their mothers about their occupations. If no mother is available, an alternate female relative or friend may be used. The guidelines already listed in Activity 1.1.4 and Activity 1.1.5 should be followed including the sending home of Supplementary Sheet No. 1 addressed to the mother. This format and the guidelines should be thoroughly reviewed with the students before the interview is done.

1.2.5 Students interview their mothers using the guidelines presented earlier. Supplementary Sheet No. 1 should be sent home with the student on the day the interview is to be conducted.

1.2.6 Students each present a pantomine for the class depicting their mother's job. Students should be asked to include in their pantomine at least three of the tasks that their mother described to them during the interview. The student's objective for the pantomine is to provide enough clues for the rest of the class to guess his/her mother's occupation. Students may wear appropriate items of dress or use appropriate tools for the presentation of the pantomine. Each student who successfully portrays the occupation within a three minute period, (the class guesses correctly) should receive one point and the first student to guess correctly should also receive one point. The student with the greatest number of total points after all presentations is the winner.

EVALUATION:

1.2.1.1 Using the Evaluation Sheet No. 2 in the appendix, the students will depict with crayon drawings three or more tasks performed by their mother as part of her job. The student must depict at least three different tasks to reach the objective.

ENRICHMENT ACTIVITIES:

A. Students might create a collage of mothers' occupations similar to the one done for fathers' occupations.

B. Mothers might be invited to give demonstrations involving various tasks involved in their occupations. For instance, a housewife could give a food preparation demonstration, a nurse could demonstrate giving a shot, and so on.

C. Students write a brief story or dictate a brief language experience story concerned with what they think they might do when they grow up.

D. Show a film or filmstrip listed in the bibliography related to mothers' occupations.

A P P E N D I X

1) Supplementary Sheet No. 1

2) Check Sheet No. 1

3) Evaluation Sheet No. 2

4) Media and Book Support List

SUPPLEMENTARY SHEET NO. 1

Date

Dear Father_____or Mother_____

Our class is in the process of learning about some of the occupations contained in our community. We feel that the best place for this learning process to begin is with those occupations pursued by the child's own parents.

We are asking that you explain the following information about your job to your child so that he can become more knowledgeable about the way you earn your living. If possible, it would also be exciting for your child to handle some of the tools you use and possibly play act some of the tasks you perform. We feel that the following things would be of interest to your child:

1) What is your job called?

2) Where do you work and what kind of a place is it?

3) What tools or other devises do you use?

4) Please describe, to your child, at least three different tasks you perform as part of your job.

Thank you for your participation in your child's education.

Sincerely,

_____

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CHECK SHEET NO. 1

STUDENT'S NAME_____

FATHER'S OCCUPATION_____

FATHER'S TASK NO. 1_____

FATHER'S TASK NO. 2_____

FATHER'S TASK NO. 3_____

FATHER'S TASK NO. 4_____

Two tasks identified and described correctly by the student equals attainment of the objective.

Objective attained_____

Objective not attained_____

EVALUATION SHEET NO. 2

Draw a picture of three different things your mother does as part of her job.

1.

2.

3.

4.

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MEDIA AND BOOK SUPPORT LIST

Performance Objective No. 1

1. Dads Who Work For Us - Community Helpers, Unit 1 (available from Teaching Tools) Picture set.
2. Sesame Street, People In Your Neighborhood, Golden Press.
3. I Want To Be, (series), Childrens Press.
4. Growing With Music, The Steam Shovel, Triton Record Products, Record.
5. Our Neighborhood Workers - Eye Gate House - Series #96, Filmstrip.
6. Fathers Go Away To Work, 1959 - 11 minutes, Pat Cowling Pictures.
7. Where Our Daddies Work, Eye Gate, Filmstrips.
8. Fathers Work, I.F.C., Filmstrips.

Performance Objcetive No. 2

1. Neighborhood Nurse, Eye Gate, Filmstrip.
2. People Who Help Our Community, Transparencies, Teaching Associates.
3. Everyone Has Important Jobs To Do - Chilton, Book.
4. I Want To Be A Homemaker, Carla Green, Childrens Press, Book.
5. Mommies At Work, Eve Merriam, Knopf, Book.
6. Community Helpers, SVE, 6 set, Study Prints.
7. Mothers Work, Too! I.F.C., Filmstrips